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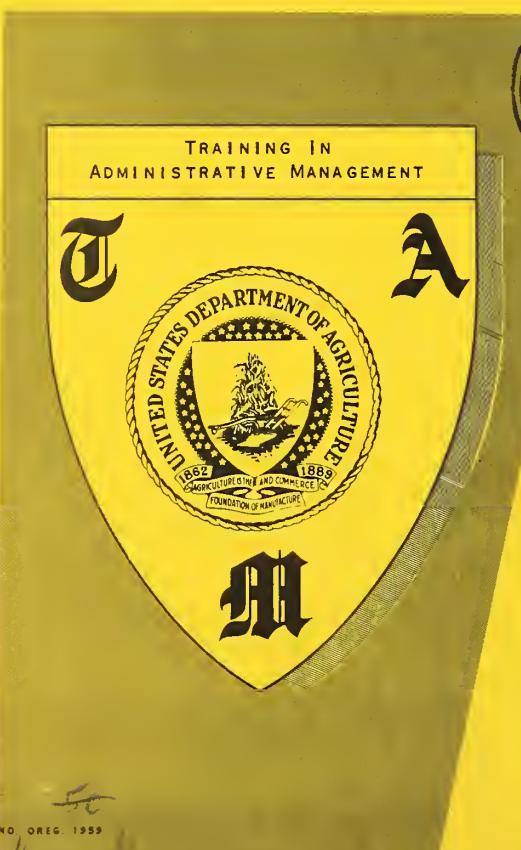


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U. S. D. A.

RESERVE  
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36  
**MANAGEMENT  
CONFERENCE**



37  
Los Angeles, California  
February 1 - 5, 1960

UNITED STATES  
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RESERVE

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## ACKNOWLEDGMENTS

The Los Angeles Training in Administrative Management Workshop was sponsored by the Secretary of Agriculture's Management Improvement Committee. The Workshop was under the general guidance of:

Ernest C. Betts, Jr., Office of Personnel  
Joseph P. Leftus, Office of Administrative Management

The Los Angeles Committee, composed of the following members, was responsible for developing the program and conducting the Workshop:

Dr. A. F. Eckert, Agricultural Research Service  
Mr. Ensley E. Wood, Agricultural Stabilization  
and Conservation Committee  
Dr. Jacob Stong, Agricultural Research Service

The participants greatly appreciated the planning, effort, and attention to detail which made the workshop operate smoothly, bring the many benefits to them, and attain the objectives established.

Appreciation is expressed to the many excellent leaders who in acting as speakers, took time-out from their busy schedules to give their thoughts and experience. Appreciation, also is expressed to industries, universities and government agencies for making it possible for them to appear and to the Santa Barbara Agricultural Stabilization and Conservation Office, Santa Barbara Offices of Soil Conservation Service and of the Forest Service for the clerical assistance furnished.

Prepared by Floyd B. Crumley AMS

### LIST OF AGENCY PARTICIPANTS

<u>Name</u>	<u>Position</u>	<u>Agency</u>
Abel, Leroy F.	Administrative Officer	FS
Barnes, Charles	Meat Inspection Division	ARS
Bishop, Ralph E.	Work Unit Conservationist	SCS
Blakeboro, Clarence F.	Work Unit Conservationist	SCS
Brooks, Frank L. Jr.	Management Agronomist	SCS
Casady, R. B.	Rabbit Experiment Station	ARS
Christensen, M. E.	Meat Inspection Division	ARS
Cook, Thomas C.	Super. Agr. Commodity Grader	AMS
Cordell, Eursell S.	Work Unit Conservationist	SCS
Croghan, Charles	Food Distribution Division	AMS
Crumley, Floyd B.	Cotton Marketing Division	AMS
Epstein, Gabriel	Work Unit Conservationist	SCS
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Gardner, Lyle N.	Fruit & Vegetable Division	AMS
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McDonald, S. W. G.	Agricultural Commodity Grader	AMS
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Newman, S. T.	Area Supervisor	FHA
Noland, Warren C.	Fruit & Vegetable Division	AMS
Peterson, Keith E.	Meat Inspection Division	ARS
Reid, John R.	Work Unit Conservationist	SCS

<u>Name</u>	<u>Position</u>	<u>Agency</u>
Russell, Daniel R.	Fruit & Vegetable Division	AMS
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Stone, Farrell S.	Fruit & Vegetable Division	AMS
Tilker, Paul O.	Civil Engineer	SCS
Townshend-Zellner, N.	Market Research Division	AMS
Wall, Main S.	Farmer Fieldman	ASC
Weisberg, I. V.	Meat Inspection Division	ARS
Winfrey, George W.	Fruit & Vegetable Division	AMS
Zimmerman, James R.	Livestock Market Division	AMS

## PURPOSE AND OBJECTIVES OF LOS ANGELES TAM WORKSHOP

This Workshop is one in a series held throughout the Nation to develop and improve administrative abilities and attitudes in those employees serving in an administrative capacity in the Department of Agriculture.

The great majority of Government administrators began as specialists. The specialists, in advancing in grade, are usually promoted to administrative positions.

Since these are the participants in the Workshop, the primary goal will be to examine what is expected of present day administrators. The areas to be covered are:

1. Broader understanding of the Department of Agriculture.
2. Inter-relationship with administrators in other agencies in the Department.
3. Government expectations of administrators.
4. Private industry expectations of administrators.
5. Development of the administrator.

PROGRAM LOS ANGELES TAM WORKSHOP  
Santa Barbara, California  
February 1-5, 1960

MONDAY

<u>Subject</u>	<u>Name</u>
Welcome and Introductions	Dr. A. F. Eckert TAM Workshop Committee
Keynote Address	Mr. Jesse R. Farr Attorney in Charge Office of General Counsel, U. S. D. A.
Introduction of M. F. H. Spencer	Richard R. Millar
"Where Will We Get Tomorrow's Administrators?"	Mr. F. H. Spencer, Executive Assistant Administrator, ARS, USDA
Discussion Period	Conducted by Farrell S. Stone
Workshop Ground Rules	Mr. Ensley Wood & Jacob Stong TAM Workshop Committee
Introduction of Mr. Rohrbough	Charles Barnes
Participants' Activities in Workshop	Mr. J. R. Rohrbough, District Civilian Training Coordinator, Eleventh Naval District
Discussion Period	Conducted by Daniel R. Russell
Meetings of Committees	TAM Workshop Committee
Meeting of Elected Committee Chairmen with TAM Committee	

TUESDAY

Committee Reports	Robert S. McBride, Chairman Steering Committee
Talks by Participants	Conducted by R. B. Casady
Afternoon Chairman	Thomas C. Cook

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TUESDAY (Contd)

Introduction of Mr. R. H. Berkov	G. Leonard Rygg
"Purpose and Function of Management"	Mr. R. H. Berkov, Pakistan Project
Discussion Period	Conducted by I. Victor Weisberg

WEDNESDAY

Morning Chairman	Main S. Wall
Introduction of Mr. S. E. Tarbox	James R. Zimmerman
"Civil Service Commission Looks at Management"	Mr. S. E. Tarbox, Deputy Director USCC 12th Region
Discussion Period	Conducted by Clarence S. Blakeboro
Afternoon Chairman	Ralph E. Bishop
Introduction of Arthur J. Petersen	Robert S. McBride
"Private Industry and the Manager"	Arthur J. Petersen, Supervisor Employee & Labor Relations Division of Engineering Personnel
Discussion Period	Conducted by Lyle N. Gardner
Film - "All I Need Is A Conference"	Library Committee

THURSDAY

Morning Chairman	John H. Miner
Introduction of Mr. L. Stockford	Keith E. Peterson
"Why Managers Fail"	Mr. Lee Stockford, Corporation Relations Advisor, Lockheed Aircraft Co.
Discussion Period	Conducted by Eursell S. Cordell
Afternoon Chairman	S. T. Newman
Introduction of Dr. P. A. Albrecht	John R. Reid

## THURSDAY (Contd)

"Qualities of Leadership"	Dr. P. A. Albrecht, Asst. Professor of Psychology, Claremont Men's College
Discussion Period	Conducted by G. W. Winfrey
Film—"The Inner Man Steps Out"	Library Committee
Graduation Banquet	Reception Committee

## FRIDAY

Morning Chairman	Charles Barnes
Introduction of Mr. M. Blansfield	R. B. Casady
"Self Development"	Mr. M. Blansfield Manager of Management Development & Training, Pacific Finance Corp.
Discussion Period	Conducted by Charles Croghan
"Evaluation of Workshop"	Robert S. McBride Steering Committee Chairman

## COMMITTEE ASSIGNMENTS

### Advisory Steering Committee

Thomas C. Cook, Chairman	John H. Miner
Charles Barnes	S. T. Newman
Ralph E. Bishop	Daniel R. Russell
R. B. Casady	Main S. Wall
Robert S. McBride	George W. Winfrey

### Editorial Committee

Robert A. Moody, Chairman	Charles Croghan
Leroy F. Abel	Lyle N. Gardner
E. A. Beavens	John R. Reid
Clarence F. Blakeboro	N. Townshend-Zellner

### Publications Committee

Frank L. Brooks, Jr., Chairman	
J. W. Connelly	Farrell S. Stone
Eursell S. Cordell	James R. Zimmerman

COMMITTEE ASSIGNMENTS  
(Contd)

Library and Facilities Committee

I. V. Weisberg, Chairman	S. W. G. McDonald
Bob D. Frye	Paul O. Tilker

Reception and Hospitality Committee

Keith E. Peterson, Chairman	
M. E. Christensen	Warren C. Noland
Floyd B. Crumley	C. H. Rothe
Gabriel Epstein	G. Leonard Rygg
Richard R. Millar	

## WELCOME AND OPENING REMARKS

by Dr. A. F. Eckert

## SUMMARY

by John H. Miner, S. C. S.

Dr. Eckert described how the participants of this workshop were selected; his personal acquaintance with TAM, and introduced fellow members of the Los Angeles TAM Workshop committee.

The selection of participants was made by the various divisions or department heads. In each case the participant was selected on the basis of his administrative potential in both his own branch and in the U.S.D.A.

The U.S.D.A. has made T.A.M. workshops such as this possible throughout the United States. Dr. Eckert first became acquainted with T.A.M. in 1952. However it was not until this session that he was able to assist in such a workshop. It is the hope of this T.A.M. workshop committee that the graduates will be able to provide the leadership for similar T.A.M. workshops at a local level.

Dr. Eckert introduced his fellow T.A.M. workshop committee men, both graduates of the 1959 Santa Barbara T.A.M. institutes, Jacob Stong and Ensley E. Wood.

## KEYNOTE ADDRESS

by Jesse E. Farr

Mr. Jesse E. Farr, Office of General Counsel, U.S.D.A., served until recently as Attorney in Charge headquartered in San Francisco. He now serves as Regional Attorney. Mr. Farr has been with the U.S.D.A. for approximately 30 years.

Mr. Farr was introduced by Dr. A. F. Eckert.

## SUMMARY

by John H. Miner, S. C. S.

Mr. Farr spoke primarily on the need and purpose of TAM workshops.

The fundamental need of TAM workshops is based on the fact that most administrators in the U.S.D.A. were formerly specialists. A specialist characterized by a special type of training, individual thinking and initiative requires some type of training to develop the qualities of an administrator.

What does an administrator do? His chief value lies in getting people to think and take action to accomplish the objectives of the department or agency.

How will this workshop help you?

1. It will excite your curiosity in administration techniques.
2. It will help you to develop a bibliography of management information.
3. It will assist you to become acquainted with ways to make you a more efficient administrator.

Mr. Farr told of the need for leadership in both government and industry. He hoped that through the introduction to the skills of management, the participants would develop their individual capacities to enable the U.S.D.A. to become the most efficient of the government agencies.

## WHERE WILL WE GET TOMORROW'S ADMINISTRATORS

by F. H. Spencer

Mr. Spencer is a native of New Jersey. He has spent more than 42 years in government service. During this time he has held various Administrative Management positions in the Department of Agriculture. At the present time he is Executive Assistant Administrator in the Agriculture Research Service - U. S. Department of Agriculture.

Mr. Spencer was introduced by Richard R. Millar FS.

### SUMMARY

by Norman Townshend-Zellner AMS  
Bob D. Frye AMS

Five major questions were raised and discussed by Mr. Spencer: (1) What positions are to be filled?; (2) What is the administrator's job?; (3) What are the qualities needed in the administrator?; (4) What are the possible sources of administrators?; and (5) Shall we turn to a Management Specialist or a Program operator?

The administrative positions to be filled are essentially high level and managerial in nature--rather than scientific and technical. For example, in ARS, on an organizational basis, they would range from Administrator down to Division Director. By function, the following categories are included: Management, control and regulatory.

The Administrator's job can be described negatively by saying that it is not merely (or even primarily) to be an expert in a technique or group of techniques. Positively, his job is to run his organization and its programs.

Some qualities needed in an administrator are: (1) Knowledge (2) Responsibility (3) Ability to Delegate (4) Decisiveness (5) Integrity (6) Courage (7) Faith--in self, others, the future, and God.

Possible sources of administrators include colleges, industry, and men already in government. Each of these source-areas has advantages and disadvantages. The preferred area of selection practically has to be men already in the government organization because there is too great a gap between the need and the experience of men available from colleges, and further,

because government cannot successfully compete with industry for established administrators.

A Management Specialist is an individual trained in one or more branches of management activity, and employed currently at a responsible level in a management division or regional business office, or as a program division administrative officer. A Program Operator is trained in one or more scientific or technical disciplines, and employed currently at a responsible level in the operation of a research, regulatory, or control program. Each of these individual types would have different qualifications, characteristics, strengths and weaknesses. For example, the Management Specialist would typically have a sense of proportion and balance, while his principal weaknesses might include an incomplete background in specific program areas. On the other hand, the Program Operator, while having a broad understanding of technical programs might have a tendency to continue identification of himself with his previous area of specialization. In conclusion, neither of these types is, per se, the best prospect for a position as administrator, and each position should be filled as an individual matter, considering: (1) organization unit; (2) nature and scope of program; (3) demands of specific position; (4) strong and weak points of possible candidates; and (5) potential of position and individual.

### DISCUSSION

Led by Farrell S. Stone, AMS.

Q. What qualifications fit a man for high echelons of administration?

A. Although the managerial field is not an exact science, and experts have different views on qualities, the best qualification is a well-developed sense of balance. One shouldn't be overimpressed by one quality at the expense of others.

Q. What problems are faced at various levels of administration, e.g., congressional groups; pressure groups; contracts?

A. Problems are faced at all levels down to the straw boss. Therefore, all people must find out and put across the program, right down the line. Congressional committees are not the bugaboo as indicated by newspaper reports which tend to emphasize scandal. On the whole, USDA management has had a good record with Congressional committees. Committees have a stable membership, and there tends to be, as a result, little heckling, and an honest, competent

hearing. Congress is not regarded as basically an antagonistic body.

Q. How do we get the knowledge that is necessary and desirable to have as an administrator?

A. First, learning by doing. This is not to decry college courses. You can always find someone to answer technical questions, but judgment factors come only by long wrestling with problems. Rotation of a man gives him wide experience --much in-service training is good and is necessary in management in government. Management institutes are also helpful.

Q. It has been said that there are five types of administrators -- the bureaucrat; the autocrat; the diplomat, the quarterback; and the expert. Comment on this.

A. There must be a strain of bureaucrat in all administrators, since the government lives by laws and regulations. There is little place for the autocrat who makes his own rules (though there are situations where in the case of no rules, there must be some improvising). There is a place for the diplomat, to get something accepted but one cannot compromise principles either. The expert, more concerned with his specialty than the overall situation. This the administrator must keep away from. The quarterback-- this is the real concept of the administrator--to call the plays. However, he doesn't ignore advice.

Q. In the case of the Forest Service, there is now a need for a specialist degree rather than a forestry background only, say, to assume an I&E post. Comment on this.

A. The past policy of the Service in using foresters has been good, to judge from the widespread respect in which the Service is held. Yet, the Civil Service view is correct-- you do need formal background to some degree to head an I&E post. Still, a degree in I&E work is not by itself enough to ensure a wide choice of applicants for the position.

Q. What is some way to put the finger on people early in their career so they know they are being trained as administrators?

A. This is accomplished in some degree by the performance rating system and the annual appraisal of the promotion system. But there are limits to letting a man know specifically, since not all realize their potential and many

may feel disappointed. Anyway, if a man is tabbed, he realizes it via rotation of duties, etc. Also, to tell a man too soon may produce an adverse effect on his output of work, etc.

Q. How best can you handle aggressive people, to guide them to realize our laws and regulations?

A. In most cases, careful explanation will work. Otherwise, they will have to learn the hard way by incurring the penalty involved.

Q. Is there an age limit on people being trained for an administrator? Is there a time when you are too old?

A. It is a mistake to feel training for an administrative job stops at 40 years. One should be well into middle thirties to be put into a top administrative job. Well into the middle fifties might be an upper limit, for training.

Q. There seems to be a gap between Washington policy makers and the field. How can this gap be bridged?

A. By free play of ideas both ways up to policy makers and down to the field. The administrators must get out into the field and communicate by exchange of visits and by communication.

Q. How do you avoid the jealousies and misunderstandings that may arise when you promote within the organization and two or three candidates have been considered?

A. By complete honesty. You should explain the circumstances to the others as to why they were not selected. People will be disappointed, but are generally reasonable when this is fully explained.

Q. How do you keep morale up when you go out and take someone from industry?

A. Sometimes the passed-over one has done the same thing himself. Also, you may explain the circumstances to him. Actually, though, in really top level, this doesn't happen very often. Management internees tend to get the advantage (as outsiders) in promotion, but in terms of security, the inside man has the advantage in seniority. This is explainable to internees as a matter of the risk they are taking, should a reduction in force take place and they are dropped.

Q. Is there a real bar now to bringing in an "unpolished diamond" and bringing him up through the ranks-- without formal training and education?

A. Now, at this time, formal training and education are necessary. A young man starting now could not get by on the basis of in-service training alone. One needs a sincere desire to serve in order to get to the top, not just a self-seeking desire which becomes quickly apparent.

## PARTICIPANTS ACTIVITIES IN WORKSHOP

by John R. Rohrbough

Mr. Rohrbough is Coordinator of Civilian Training, U. S. Naval Training Center, San Diego, California. Instructor of schools and colleges, including San Diego State College and University of California. Formerly on editorial staff - Haughton Mifflin Company, Boston and New York.

Mr. Rohrbough was introduced by Charles Barnes ARS.

### SUMMARY

by Thomas C. Cook AMS  
Warren C. Noland AMS

Communications are the most important function of all administrators and making a presentation before a group is one of the most important forms of communications.

Mr. Rohrbough made the following outline as to the proper steps in making presentation:

1. Take charge

- a. Think through first idea
- b. Walk relaxed
- c. Take a stand
- d. Get your hands where you can use them
- e. Pause for control
- f. Establish contact - scan your audience
- g. Smile
- h. Wait for perfect attention

2. Attack

- a. Speak one sentence outlining your first idea. Talk only on subject with which you are most familiar.

3. Introduce subject

Give reasons for your subject in two or three sentences and why it is important to the audience. Tell the audience what you are going to tell them, why you are going to discuss this particular subject and what it means to them.

4. Illustrate on chalk board and decide precisely what you want to illustrate.
5. Grasp chalk firmly near the writing tip.
6. Stand aside while drawing so drawing will be in complete view of audience.
7. Be bold and generous making letters big, at least 1-1/2 inches high to be seen from a distance of 30 feet.
8. Write or draw - turn and talk making sure that you do not talk while writing or drawing.

Above methods were demonstrated by participants in taking charge of a presentation.

### DISCUSSION

Led by Daniel R. Russell

During a discussion period Mr. Rohrbough pointed out various means of maintaining audience attention, including audience participation by having the audience place questions on cards, by letting the audience determine subject to be discussed from questions written on blackboard, and by directing questions to the audience. Another point raised was how to handle the "hostile" individual. Mr. Rohrbough recommended that we respond by saying, "That is a very good question," then either proceed to answer or suggest that someone else in the audience may wish to answer. There may also be another hostile individual who would proceed to answer. In this manner the group will automatically take care of the problem, with only a summary needed from the speaker.

One person asked how best to develop a talk. Mr. Rohrbough cited his own approach to the problem. In thinking about his speech he usually connected his thoughts to "key" words. These key words were laid out on a table as he developed them, are then arranged in order of importance, and sentences developed to supplement them. In this manner it is possible to conclude a reasonably well organized talk. As a matter of fact, the "key" words can also be placed as notes on cards, or retained as mental notes.

What is the best manner to use in giving a speech? -- In answer to this question Mr. Rohrbough liked the "country boy" approach -- a pleasant, relaxed manner that would put the audience at ease. He also considered it desirable to "level" as much as possible with the audience.

Television and radio appearances were of interest to the group. The speaker advised that when appearing under these conditions, a more formalized approach was normally used. The participant appearing on the air should understand ahead of time all signs used by technicians handling production of the show. That is: which sign meant too fast, too slow, or time to stop, etc.

A speaker might "regain" his audience through the use of various techniques, including a change of pace, change of voice, cite own experiences and feed questions back to the audience.

A basic thought, in response to questions, prompted Mr. Rohrbough to recommend audience participation wherever possible.

## PURPOSE AND FUNCTION OF MANAGEMENT

by Dr. Robert H. Berkov

Dr. Berkov was born in Pennsylvania. He received his A. B. degree in economics at the University of Colorado, his M.S. degree in Public Administration at U.S.C. and was awarded a doctorate in Political Science at the University of Geneva.

Dr. Berkov was in charge of psychological warfare in the Pacific area during World War II. Following the war, he was attached to General MacArthur's headquarters in Tokyo where he was Chief of the Japanese Press and Publications Division. Prior to going to the University of Southern California he was chief policy advisor to the Asst. Secretary of State in Washington, D. C. He is now a professor in the School of Public Administration at U.S.C. specializing in the field of Organization and Management. He is also the Director of the Pakistan Project in the field of Public Administration associated with the University of Southern California in a Point Four Program.

Dr. Berkov was introduced by Dr. G. Leonard Rygg AMS

## SUMMARY

by Leroy F. Abel FS  
Main S. Wall ASC

Dr. Berkov introduced his subject with the thought that managerial ability can be learned or acquired at any age through study.

Managerial ability is the ability to state the goal and reach it through the efforts of other people and satisfy those whose judgment must be respected and do this under conditions of stress.

Activities and Responsibilities of the Executive:

### I. Planner and Goal Setter

- a. Dr. Berkov recommended a policy planning staff and an executive secretariate to record policy.

### II. Organizer and Staffer

- a. A man must forget his technical skills when elevated to an administrative position.

- b. He must delegate responsibility, authority to act and the right to make mistakes.
- c. If he makes mistakes, he must be given training in making correct decisions.
- d. Close supervision of your subordinates is not necessary and is quite likely to hamper those people you supervise.
- e. Giving subordinates freedom to act gives dignity to their position and confidence in themselves.

### III. Role of Administrator

- a. First Line Supervisor
  - 1. A doer of things and deals with people.
- b. Manager
  - 1. Gives more time to people, and ideas - and less time to things.
- c. Administrator
  - 1. Gives most of his time to ideas, some time to people and very little time to things.

### IV. Executive - responsible for handling men, money and material

- a. Primarily a planner and goal setter who:
  - 1. Determines purposes.
  - 2. Clarifies objectives.
  - 3. Analyzes limitations.
- b. The manager communicates and interprets:
  - 1. Upward - to higher authority.
  - 2. Downward to subordinates.
  - 3. Horizontally - to the public or those of equal level.

Communications can be expressed orally or in writing, and must be comprehensible by people for whom they are intended.

### DISCUSSION

Led by I. Victor Weisberg ARS

We can help a specialist become a good manager by training through special courses in management and through private discussions.

Employees who fear to accept responsibility usually have been subjected to poor management and may need retraining.

It is important for managers to get along with people but not at the expense of the primary goal of the organization.

Decentralization of management is effective in large organizations to help solve the problem of the span of control.

Performance ratings are not absolute proof of a man's efficiency. Experiments are being conducted where groups of personnel on the same level are evaluating each other. Conclusive results as yet have not been developed.

## CIVIL SERVICE COMMISSION LOOKS AT MANAGEMENT

by Sydney E. Tarbox

Mr. Tarbox is the Deputy Director of the Twelfth Civil Service Region unit headquarters in Los Angeles. He attended the University of Illinois, University of Chicago and Columbia University. He entered the Civil Service Commission in 1943 from Roosevelt College in Chicago where he was Dean of Students and an Associate Professor of Education. From 1943 to 1947 he was Chairman of the Federal Personnel Council and the Executive Development Committee which generated the University of Chicago Executive Program for Federal Personnel. He also served as consultant to the Executive Development and Middle Management programs in Detroit. He has held his present position since 1947.

Mr. Tarbox was introduced by James R. Zimmerman AMS.

### SUMMARY

by M. E. Christensen, ARS  
S. T. Newman, FHA

Management may be defined as the effective application of people's skills, knowledge and motivation toward the accomplishment of the objectives through people working together. This will result in an effective operation to get the job done in an acceptable and economical manner.

It is necessary to instill the importance of each person's job and it is the manager's function to assist people to accomplish the job.

The Civil Service Commission looks very seriously toward management.

We recognize two concepts in Personnel Management namely: (1) "They" concept and (2) "We" concept.

The "They" concept may be designated as Congress, which may be considered as stockholders who are pointing the finger at management. Others might include the Civil Service Commission, top management groups or personnel officers.

When we speak about they we are thinking about regulations, procedures, etc. This should be avoided and we should look

at ourselves on the we concept. We have a tendency to overlook our own resources and capabilities but sit around and condemn they for their actions.

Managers must consider certain factors in their management of people. The foremost of these is planning. Others may include:

- (1) Give directions.
  - (a) Delegation.
- (2) Training.
  - (a) Formal.
  - (b) Informal.
- (3) Appraise Performance.
  - (a) Award or correct.
- (4) Counsel.
  - (a) Use of applied psychology.
- (5) Safety.
- (6) Welfare.
  - (a) On and off the job.
- (7) Recognition.
- (8) Employee grievances.
- (9) Selections and placement.

One of the major roles that managers must play is in the development of people. At times this has to do with the movement of a specialist or technician into the status of a manager. This transition must be made as easily as possible. In the Government service we raise our own technical and leadership crop. This is accomplished through:

1. Climate... Management attitude.
2. Soil... Self development.
3. Cultivation... Creative supervision.
4. Fertilization... Informal training.
5. Trimming... Self and group appraisal.
6. Transplanting... Assignment.
7. Sunshine and Rain... Reward and penalty.

## DISCUSSION

Led by Clarence F. Blakeboro, SCS

Q. How far should we go with formalized training program?

A. Formal training is a way to break into a situation when we cannot do it informally. Formalized training will boost morale. It can be best used to develop new viewpoints. Formal training must be used when the source material is from outside the organization. Other than this informal training is preferred.

Q. Where does employee grievances fit into the picture of personnel management?

A. The best way to handle employee grievances is before they get formalized. The manager should take the problem up personally with the employee and try to reach a natural agreement.

Q. Should immediate supervision appraise the employee's performance or should fellow workers make the appraisal?

A. In most cases the supervision appraisal method is being used, but peer appraisal, or that by one's fellow workers, is becoming more accepted. Another method of rating being used by some supervision, is self-appraisal. This is being done by asking an employee to complete his own performance rating, then discuss it with his superior.

Q. Who in Civil Service takes the responsibility to recommend general salary increase?

A. Congress must take the action. Recommendations as a rule are made by the President on advice from leaders of his departments.

Q. What can we do to avoid losing employees as soon as they have gained experience which makes them desirable to other firms?

A. Select the best men available and you will receive much valuable service from them while they are on the job. They may be very valuable to your organization in the job where they transfer.

Q. Do office trappings have a place in lending prestige to managers at different levels?

A. People want stature, but most want honest stature. A commendation for a job well done is the most satisfactory way to reward a manager. A secondary way is to furnish material things to satisfy the desire for stature.

## PRIVATE INDUSTRY AND THE MANAGER

by Arthur J. Peterson

Mr. Peterson is Supervisor of Employee and Labor Relations, Engineering Personnel, for Hughes Aircraft Company. He attended Marquette University and Loyola University at Los Angeles, and specialized in Business Administration. He served in the Navy during World War No. 2. Except for a short period of absence, he has been with Hughes Aircraft Company since 1950.

Mr. Peterson was introduced by Robert S. McBride FS.

## SUMMARY

by Frank L. Brooks, Jr., SCS  
Paul O. Tilker, SCS

Mr. Peterson defined a manager as a person who is responsible for guiding and directing a function. Management may be defined as a group of managers or a policy board. Industry expects its managers to follow guide lines and directives. Managers are trained, not born. Management is not a one-way street; just as it expects results from its people, it must recognize its obligation to these people.

"Management by Principle" consists of:

1. Integrity: This is the most important principle. It must be unvarying, and cannot be subrogated. Integrity guides and develops a manager, brings forth the realism of his opportunities, and provides a basis for review of accomplishments.
2. Responsibility: Given responsibility for a function, a manager must assume that responsibility, which includes his judgment and decisions. Faith and trust given by management must be lived up to. A manager must not make only those decisions he desires to make and procrastinate on others. Ability to make decisions is very important. Leadership must be exercised; make people aware that you know your job, and that your actions are in accordance with company policy.
3. Understanding: Be understanding of people, and of the purpose and aims of the company. Understanding of a person is necessary for his feeling of security. You must understand that the better your subordinates are qualified for your position, the better are your chances for advancement.

Be a leader, not a boss.

The Leader:

Inspires good will  
Develops enthusiasm  
Says - "We"  
Sets the pattern  
Makes work enjoyable  
Shows how  
Says - "Let's get together on this"

The Boss:

Depends on authority  
Employes fear  
Says - "I"  
Orders  
Makes work a drudgery  
Says - "Do it!"  
Says - "Get it out!"

People follow a leader, not a boss. A leader must inspire, be willing to dig-in, and have an open mind. He cannot be too casual - some matters must be handled rigidly.

4. Communications: All people have a need to know. Information concerning a group should be made available to the group by management. Inter-departmental correspondence should be used, and addressed only to people concerned. Verbal orders should be avoided, except for very casual operations. Both upward and downward communications should follow organizational lines of authority. Gross errors can usually be traced to a failure of communications.
5. Invigorating Climate: Let people know of Company's plans. Give employees an incentive to work. Attack problems with zest. Each man creates his own ceiling; set your sights high and have a determination to go ahead. The longer you remain in one position, the less likely you are to advance. Be happy, but not "satisfied" in your present position. Train someone to take your place.
6. Vitality: Grow with the job. Make known your desire to progress, and be willing to pay the price. Have a real interest in people who work for you, and create interest on their part. When you find your field, make yourself the best man for a job in that field. Plan work in advance, and make your job a challenge. Create an outside interest to avoid going stale on the job. Display your own vitality, both mental and physical.

Worry does not solve problems. Problems should not be considered as difficulties, but rather as challenges. When you have gone as far as possible with a problem, drop it and go on to the next. If you keep busy, you do not have time to worry. Have a goal, and think of how to achieve it. Don't put off an unpleasant task. Take time to think; hurrying destroys confidence and poise. Break big problems into small steps and do them in logical order.

7. Dynamic Evolution: Visualize that which is head - all things are continually changing. See what others in similar positions are doing that may be an aid to your work.
8. Profit: Profit is last because it is dependent on all other principles. It is not necessarily measured in dollars - basically it is the true measure of your performance.

Industrial management considers that 86% of an employee's time is 100% productive. Fourteen per cent for non-productive purposes is considered an irreducible minimum and is made up of sickness, accidents, coffee breaks and other "lost" time.

The "Road of Life" consists of the following:

1. Acquire knowledge
2. Get experience
3. Set your sites on a goal
4. Get busy - show your ability
5. Reap the harvest
6. Arrive at your goal

Energy for all the above must come from you. Success is determined by your efforts.

### DISCUSSION

Led by Lyle N. Gardner, A. M. S.

- Q. Should a man always be moved to another group when he is promoted?
  - A. Not necessarily. For shop work, he usually remains with the same group, since union contracts provide that the most senior man of the group be promoted. In administrative work, this is not the case. Each situation should be handled separately.
- Q. Should a manager consider himself a part of the group, or separated from it?
  - A. Manager cannot be aloof. He should be a part of the group, on a reserved basis, for certain purposes.
- Q. If a person does not have personal integrity, can he develop management integrity?
  - A. No. Lack of personal integrity will show up sooner or later.

Q. Does an alcoholic lack personal integrity?

A. Not because of this factor alone. Alcoholism is an illness.

Q. Is it so important that a manager advance in position? Cannot a good "small" manager remain a "small" manager?

A. Yes, if this is what he really wants.

Q. For a training position, should a lateral move be used to open the promotion ladder?

A. Yes - try to sell the employee on the idea.

Q. Will problems arise because a supervisor is an alcoholic?

A. Base your decision on his work record, regardless of whether he is an alcoholic.

Q. Can discussion of an employee's personal problems improve his work?

A. Yes - it is a part of counselling.

Q. Is Hughes Aircraft Co. using a formal type of rating system?

A. No - various departments may develop their own systems. Even though ratings are used, they are not considered to be complete evidence of employee capability.

Q. Must a goal be static?

A. No - goals may change as a man progresses.

Q. Does industry employ men just to think and not be concerned with production?

A. Yes - usually scientists or high level engineers. Frequently they produce extremely valuable work for a company.

Q. What is the management training program at Hughes Aircraft Company?

A. A management development program is provided for each department. Outside instructors may be utilized.

Q. Do your top managers come from the ranks?

A. Many do, through management training. The policy is to promote from within.

Q. At management level, what degree of conformity is expected?

A. Expected to conform within established guide lines.

Q. How are entrance salaries established?

A. Salary grades are used, except in those instances where top management wishes to attract particular people.

Q. How do you pick a top man for promotion without a uniform rating system?

A. Top level men are well known by record and reputation.

Q. Do you have descriptions for every position?

A. Yes.

## WHY MANAGERS FAIL

by Lee Stockford

Mr. Stockford is the Corporate Industrial Relations Advisor of the Lockheed Aircraft Corporation. He has been associated with this company for 19 years. His duties involve salary and promotion reviews, conducting research in morale and fatigue. In these matters he has served in an advisory capacity to the military service. He has been a division records manager and later turned to special projects such as the manager selection plan. Since 1951 he has been responsible for the Lockheed executive development program and the administration of scholarship.

Mr. Stockford was introduced by Dr. Keith C. Peterson ARS.

## SUMMARY

by Ralph E. Bishop, SCS  
Robert A. Moody, ARS

A study made of Lockheed management placement was given showing how it was done and who was involved. Points developed were: About 65 percent of Lockheed employees who reach managerial status are at age 35-39. Indications are that the supply of managerial talent of this age group will decline until approximately 1977, thus increasing the demand for this group. This decline was caused by the low birthrate of the 1930 period.

To arrive at a means of spotting manager material the following criteria was set up:

1. Objective-direct. This is standards for success on the job.
2. Objective-indirect. This affects work but is not work. Included here are such items as safety factors, etc.
3. Subjective-direct. Opinions of a man's performance, etc., are included in this criteria.
4. Subjective-indirect. Here we consider reflections of attitude and morale.

A graphic illustration of the criteria was made. Based on the above four-point criteria, Mr. Stockford demonstrated the level from which supervisory material could be selected.

Many other variables are factors and so we can determine failures in the management material group with much greater accuracy than we can determine those of the success category.

Experience beyond a certain time limit does not add to the chance of success.

The study conclusion was that the most accurate management material predictions could be made on those who would be likely to fail. The laws of chance enter the picture and make the predictions on any one individual inaccurate.

The purpose of training and development is to change people.

1. Human personality traits fall into approximately 122 categories. This prevents the formation of any training program that will fit a group of people. Therefore Lockheed tailors a training program for each individual.

Factors involved in a training program listed by Mr. Stockford included:

1. Technical training. This is easily accomplished by formal technical training schools and presents no problem to this corporation.
2. Attitude and perception. These are more difficult to evaluate and change in an individual.
3. Provincialism. Racial stereotyping was mentioned by Mr. Stockford. He defined this to mean the tendency of people to picture certain characteristics as typical of all people who are members of this race.
4. Bias and prejudice. Bias is a tendency to favor your former field of endeavor when you are in a position that calls for considering several specialties with equal weight. Prejudice is intolerable in management since we have a preformed opinion that cannot be changed. On the other hand speciality bias can be eliminated as one rises in that organization and accepts his wider responsibilities. He concluded that there must be a proper balance between the administrative and technical duties of a manager if he is to reach peak efficiency. No criteria exists in textbooks that outline this balance, so it must be a function of each managerial job.

We have little information in the fields of bias, prejudice and attitudes. Study is needed in this area.

Lockheed's managerial policies are brief and simply stated. Some of these are:

1. Fill vacancies from within the organization whenever possible.

This is possible since only selected men are employed. The training program would not be needed if higher positions could be filled from the outside.

2. Each supervisor is responsible for the development of his subordinate.

Weak men should be developed by showing and consulting. If these men cannot be strengthened, they should be replaced.

3. Any training can be given that is of benefit to the company interests.

4. Lockheed management placement policy. This is described in the question period of the summary.

5. Periodic reviews of individuals should be made. Two reviews are made, one for salary increases and another for the purposes of promotion and training.

6. Rewards of service are money and a work environment incentive composed of benefits as the retirement policy, life insurance, health insurance and college training.

He concluded that management can make the opportunity but the employee must exert himself to benefit. The company can guide the way but the individual must take the action.

### DISCUSSION

Led by Eursell S. Cordell, SCS

Q. What action should be taken by middle management when by-passed with top management directly contacting the people he is responsible for?

A. Middle management should require that his people keep him informed of the orders issued and report through him

the accomplishment of these orders. When this information is passed upstairs top management will be reminded that the middle management office has been bypassed.

Q. Has Lockheed a uniform system of personnel rating?

A. Not at the present time.

Q. How are promotions made at Lockheed?

Q. The placement officer sends a letter to the placement committee listing the job opening date, duties, qualifications and the suitable candidates. The personnel division canvasses the organization and finds other candidates suitable for consideration. The placement officer discusses his selection with the placement committee and each member has veto power. When there is selection difficulty the placement committee can name men from which the placement officer must choose.

Q. What action do you take when a good man is blocked by a man refusing promotion and remaining in the next higher category?

A. Each division is given the right to create three temporary jobs at any level in line management. These three jobs create many opportunities and permit the man blocking the higher job to be transferred laterally or the movement of the blocked man to a training position. Lockheed makes frequent transfers of valuable men from one department to another. This breaks down the man's tendency to favor one special type of work.

Q. How could we in Civil Service, where we have no right to create special jobs, relieve the blocked employee?

A. Have the employee request transfer to another department. To avoid unnecessary cost, the personnel coordinator should consider the validity of each request.

Q. Would the training benefit gained justify the transfer cost in the above case?

A. By all means.

Q. How do you satisfy employees who protest the selection of another man?

A. Explain the promotion plan fully outlining that it is a

committee function instead of a selection made by one man. Name the other candidates and give their seniority status. Outline other considerations such as their performance reports, the use they have made of training opportunities and their attendance record.

Q. At Lockheed is a man of great ability but little education held down?

A. He would be given specialized training and qualified in a specialized field. This could be done in an apprentice training program. As a journeyman, personnel attention is focused on this man. If we still find this man brilliant he can go to college and the company will pay 50% of his tuition. We might even pay 100%. Records show that only 30% of the brilliant men ever go to college.

Q. Each firm has a theory of management or management policies that seldom filters down to the man in the lower bracket. Do you feel that the lower levels should know these policies?

A. Yes. Some managers do this, others do not. Management policy is a philosophy, not a thing. Better managers take a broad viewpoint and inform these people.

## QUALITIES OF LEADERSHIP

by Dr. Paul A. Albrecht

Dr. Albrecht is Associate of Glazer Snowden and Associates, a Pasadena firm of psychology consultants to management. He has been Director of Communication Projects at the Industrial Relations Center, University of Chicago, and Survey Director of Nejelski and Company, Management Counsels. He serves as Conference Leader for the Industrial Relations Section at California Institute of Technology, and is Associate Professor of Psychology at Claremont Mens College and the Claremont Graduate School.

Dr. Albrecht was introduced by John R. Reid, SCS.

## SUMMARY

by Norman Townshend-Zellner, AMS  
D. R. Russell, AMS

The psychological viewpoint, or approach, to management was utilized by Dr. Albrecht (1) in presenting a survey of some recent experimental work assessing qualities of leadership; (2) in giving the group a psychological test; and (3) in exploring some "half truths" on the subject of leadership.

The initial approach to the scientific study of leadership was the "trait" approach. In this approach, the attempt was made to discover those personality traits associated in general with good leaders. Once these traits were known, it was felt that identifying potentially good leaders would then merely be a matter of picking men who possessed these traits. The results of this work were unsuccessful and depressing. In the sense to the question of what traits are associated with general leadership qualities, there is yet no clear cut answer, although the most stable trait has been intelligence--leaders are consistently more intelligent than their followers. However, such traits as sociability, dominance, etc., are not consistently related to leadership. One experiment in this general line of approach seemed to be quite informative, however. This compared two groups of men, each group similar except for the fact that one consisted of top management, and the other of men in middle management--who never reached the top. The following personality traits or characteristics were present to a greater degree in the top - than the middle-management group: (1) achievement desires; (2) strong drive for status; (3) liked,

admired superiors - while middle group felt hostile toward superiors; (4) strong activity desires--couldn't stop working; (5) deep fear of failure; (6) fewer ties with people at own level or subordinates.

The new, current approach to the understanding of leadership is the "situational" approach. Clue to failure of "trait" approach lies in its neglect of what is demanded of leadership, not in universal traits of leadership. This new approach envisages leadership as a relationship among three elements: The leader; the group; and the job situation. All three of these make a critical contribution in determining whether a leader is effective. Thus, these are the three places to look to see what is wrong with the leadership situation. Most of us have certain leadership traits - whether we do well or poorly depends on what the group and job situation is. Assessment must therefore be made of all three elements. The leader should always watch the relationship between himself, the group, and the job situation. Especially in case of his promotion he has to remanage, reassess and adjust to the differences. Thus, effective leadership can now, as a result of this development in thinking, be defined in terms of a type of relationship, not in terms of generalized leadership qualities.

Following are the laws of leadership at the relationship level. The leader must consider these in moving into a new situation and group. (1) Successful leader must have membership character in his group--they must see him as "one of them"; (2) Leader must represent a region of high prestige with the group in at least some aspect; (3) Leader must understand his followers--their attitudes, values, fears, goals, etc.; (4) Leader must formulate plans and policies in line with wishes and objectives of group, but also in line with realities; (5) Leader must be a good organizer or administrator, or have someone to do this; (6) Leader must be adaptable - able to change and shift as emergencies and changed situations arise; (7) Leader must be adept at creating and maintaining group morale.

Some accuse this new situational approach of "softness". But, you must work with people to achieve your goal, and this requires taking people as they are and working with their properties, just as you work differently with steel and wood in building. Fundamental criterion is that people must see something in the objective for themselves--people are motivated by what they can get out of the situation. Thus, what the people want has to be tied into the group effort. Money as a reward will remain primary, but leadership studies show that the pay dimension isn't everything. Anyway, the leader has very little to say about pay, since the scale is usually fixed over

the relevant time period. Therefore, he has to find other items to go with the primary motivation of money.

The Supervisory Situation Survey test was given to the group. The workshop group scored highest in the "democratic" category, second highest in the "idiocratic" category. Industry people have scored highest, on the average, in the idiocratic category, and second highest in the democratic category. The four categories in the test are defined in terms of supervisorial behavior as follows: (a) bureaucratic--sticks close to rules, regulations, policy; (b) autocratic--he makes the rules; (c) idiocratic--the sales approach, works on each individual, finds out what each person wants and sells him; (d) democratic--emphasis on the group as a source of authority.

"Half-truths in leadership" emphasize the point that folk wisdom is tricky, since one can always pick up the opposite adage to supply the opposite "wisdom", thus covering all sides of any situation. The following "half-truths" were considered:

(1) "People don't want to work, and will do as little as they can get by with." This is dangerous for leadership, because it leads one not to improve motivation, but to the conclusion that only bribes are effective in getting people to work.

(2) "People want to be told what to do." This keeps the wisdom of the group from the leader.

(3) "Best way to handle people is to give them a lot of attention and praise." This may lead to embarrassment and suspicion. Rewards should flow out of the work situation.

(4) "No use telling people about the organization's problems and policies--they are not interested." People are intensely interested, and without knowledge they will fabricate stories. Therefore they should get accurate communication.

(5) "When troops are quite, they are happy - don't borrow trouble." They actually may be very mad when quiet. You should set up the group so that you get a buzz when they are mad.

(6) "Morale is high when people are happy." Many times happiness fades quickly when you ask that a job be done --happiness is not correlated to morale.

(7) "Best organization exists when the job description

and lines of responsibility are clear and distinct." Actually, a good, functioning organization is a balance between sloppiness and neatness, with extensive use of washroom-type communication.

(8) "No substitute for planning." But, you can go astray because you plan too much, since this involves pre-judging, and if the situation changes as it is apt to do, we tend to hold on to our plans too long.

(9) "When you once make a stand, stand!" Nuts. Leadership is not a test of stubbornness. Leader must have the guts to let go.

(10) "Calm discussion and deliberation is best -- let's keep emotions out." Realistic emotions are part of the relationship -- they give information on what is meant, and they provide release.

(11) "All I should want to get out of being a leader is the feeling that the job is well done." Baloney. Our motivations are many, and buried. We will be tricked by socially unacceptable motives if we don't know we have them.

Inherent in the leadership function is moral integrity. To have compassion, or show the conflict within self in having to do something like firing a person or group elicits a good response in subordinates, as contrasted to doing the same thing without consideration, heartlessly. Ask yourself these questions: "What am I trying to get? What is a good balance between my values and the values of my organization?"

### DISCUSSION

Led by G. W. Winfrey, AMS

Q. Is it better for the leader to approach the group as a group, or individuals, since each has individual assignments?

A. The question was rephrased "When would you use the group and the individual approach?" With the group all have opportunity to observe what happens between leader and individual member. Therefore, use this when there is a common interest, when there is a loaded situation, lots of rumors, etc. Disadvantages of group are that it is cumbersome, wasteful, and individuals may be coerced into a common mould. Feels there is too much hesitancy to use the spontaneous

group, and that too many continuing groups are being used.

Q. Is the "Scanlon Plan" used to get around the union?

A. No. This was started in unionized company with union permission. It is not a union-busting device.

Q. How can you tell the difference between a happy group and one with good morale?

A. Analyze what makes them feel good--is it only leisure, number of coffee breaks, or does it arise out of what they are doing, out of their involvement and interest in the work process. If the latter, it is morale. You can't bribe real motivation.

Q. We see unscrupulous activity in highly successful companies. How does this tie in with the need for moral integrity for successful company operation?

A. There is a distinguishable difference between the external policy of the leader and internal integrity within the company. A company can be unscrupulous toward the consumer, yet its leaders can show integrity towards each other and subordinates. (This is not, of course, to defend unscrupulous activity.)

Q. Do you tell a person the exact reason why you let him go, or do you give him a more "pleasant" reason?

A. Most people delude themselves--they are soft-soaping the employee for their own comfort, to avoid a scene. Feels most people stop too far short of the right action in order to avoid personal discomfort.

Q. The intelligence factor used to be "played down" in the hiring of people in the thought that they would be "too smart" for the job, and therefore frustrated. Is this the case now?

A. Some of this still exists in hiring groups. But it is disappearing in colleges.

Q. How can you tell if an agency is getting too involved in planning to be effective?

A. Practically, one can talk to the people and see if there is frustration, etc. Usually, too much bureaucracy results in: (1) rules, planning, job descriptions, etc.,

which result in the company's getting out of touch with reality; (2) people feeling so cramped they can't move--too much clearance required--can't do anything original.

Q. Doesn't thinking in terms of rewards for behavior exclude all behavior of the noblest type that is done selflessly? And isn't this cutting off some of the deepest mainsprings for human motivation, since many of our most valuable contributions to human advancement were done without thought of reward?

A. Reward is too simple as an explanatory scheme. But, the psychologists' view is that each behavior has a cause, and therefore, to understand behavior you must know its cause--what brings it about.

Q. In communicating with subordinates, do you feel it would be desirable to bring in workers and inform them of management principles?

A. Yes, if done on the spot "live". It is a good idea to communicate to subordinates. Supervisors may not do this - talk too little about their action - because they may feel they lose status, or the reasons themselves may not sound too good.

Q. Could it be that the chief value of this conference is to make us stop and think, rather than in terms of the substantive knowledge we have gained?

A. Yes. This type of event is a happy result--that of stopping to take a second look at ourselves and the leadership and administrative role.

Q. Is there a place where we draw a line with a small, intimate group in that we want to be liked, but still want to get and keep the respect of the group? What distance should be maintained?

A. "Familiarity breeds contempt" is a half-truth. Our aim is not to become "buddy-buddy", but to get them to enter into the understanding and discussion of decisions. The issue is not social time, but the fundamental thing is to let them in, let them participate. Perhaps your motivation, desire to be liked, drives you too close.

## SELF DEVELOPMENT

by Michael G. Blansfield

Mr. Blansfield is Manager of Management Development & Training of the Pacific Finance Corp. He graduated with an A. B. degree in Psychology from Cornell University in 1943. He was a captain in the U. S. Army during 1943-1946 and later was Director of Personnel for the U.S. Military Government in Berlin. Later he was an industrial personnel consultant, a personnel management and training director with the U. S. Air Force until he joined the Pacific Finance Corp. He has had varied consulting assignments in personnel management matters; has been seminar leader and lecturer at U.C.L.A., U.C.R. and other institutions and has had many papers on personnel management and training published in personnel journals.

Mr. Blansfield was introduced by R. B. Casady, ARS.

## SUMMARY

by Gabriel Epstein, SCS  
Richard R. Millar, FS

The development of the individual is a part of human behavior. It is growth of the individual to a mature stage. Development is self-development. While the individual has to develop himself, he is not always aware that this is happening. He has needs to be fulfilled in order to satisfy himself and become a whole personality and by behaving more appropriately.

What is a normal or healthy personality? It has the following attributes:

Emotional balance.  
Ability to attend to others.

These are modified by our own individual concerns, by the many prevalent half-truths, by the vague demands made upon us by others. (Top management is probably less open to self-development than middle management.)

Self-development has been, up to now, haphazard. Most people are concerned with "getting by". This is detrimental to self-development.

## Rules for Self-Development

They vary with the individual and occupation. There must be a logical approach applied to oneself. We have no objective picture of ourselves, but rather an idealized concept. We should try to understand ourselves.

There is a hierarchy of needs that apply to the individual. They are:

- Physical needs
- Need for safety
- Need for belonging
- Need for affection
- Need for esteem
- Need for self actualization (creativity)

The adult person can fulfill all of these needs. Most of us are blocked at one, or more, of the above needs. We have to find out what our needs are and where we are blocked. We have to look into our values. Do we have any? Are they based on prejudice? Do we express our opinions about our values? We have to analyze our expectations. How real are they?

From our introspection of ourselves we should try to develop a Theory of Life.

First comes discovery. Discovery is based on our past experience. The greater these are, the broader our theory of life.

Second is reflection.

Third is speculation (usually in lieu of discovery).

We have to be aware of the Law of Effect, which says that "behavior that is rewarded tends to be repeated" and vice versa. This process develops habits, sometimes undesirable ones.

Changing our behavior is self-development. Ideas have to be translated into behavior, hence we develop ourselves. Ideas alone are not self-development. Behavior is modified by emotions. We possess attributes loaded with emotion. The stronger the attributes the more difficult it is to change. Self-development demands change. We have to develop techniques of learning to overcome resistance to change.

The Human Relations Laboratory is one technique. Psychologists and managers work together on local work

situations. Ideas are heard and ways are developed to put these ideas into action.

The Organization Approach. We develop within our own organization. The structure of the organization influences self-development. The "pyramidal" type inhibits development. The "flat" structure aids development. It reduces the chain of command and dispurses the responsibility by delegated authority.

If the organization tolerates failure self-development is made easier. The maturity of the supervisor influences development. He must allow freedom of operation.

The attitude of the individual seeking self-development is important. A degree of dissatisfaction is healthy.

## DISCUSSION

Led by Charles Croghan, AMS

Q. How do we self-analyze ourselves?

A. It is very difficult as there are areas that are known to ourselves and known to others, other areas known to ourselves but not known to others, other areas known to others but not known to ourselves, and other areas not known to ourselves and not known to others.

We can make an effort to self-analyze ourselves; it will be inadequate as it is a very painful process as we fear to reveal ourselves to others but if we can diminish some of that fear, we can make progress.

Q. How do you get an employee passed over in a promotion to accept it?

A. It is very difficult as the fact that he has been passed over threatens his self-esteem. Employee should have an opportunity to talk and his superior should listen. Give the man a chance to talk out his problem.

Q. How can we carry out in our jobs what we have learned at the workshop?

A. Changes are slow, must be done over a period of time.

Q. What motivates self-development?

A. The type of organizational structure of your company has much to do with your personal development. For instance under the old concept of only so many people reporting to the boss, tended to limit a chance to develop. Sears Roebuck experimented with having many department heads report to one boss. This forced the boss to delegate and as a result, morale improved and the company increased profits.

Q. How important is humility to self-development?

A. Humility is important. We tend to teach by example and a humble person can have a great influence on the behavior of his subordinates and associates.

## TAM EVALUATION QUESTIONNAIRE

Your answers to the questions below may help you to evaluate the merit of TAM workshops to you and to the Department. You need not sign the questionnaire.

1. Have you evaluated your position as a manager since September 29, 1959? \_\_\_\_\_
2. Do you want to be a manager? \_\_\_\_\_
3. Are you a manager? \_\_\_\_\_
4. Approximately how much time do you spend in routine clerical duties per week? \_\_\_\_\_
5. How much "fooling" do you do on your job? \_\_\_\_\_
6. When is the last time you did any original work or contributed an original idea to your agency? \_\_\_\_\_
7. Do you keep the objectives of your agency foremost in your daily work habits? \_\_\_\_\_
8. Do you know your position requirements? \_\_\_\_\_
9. Do you still consider yourself
  - (a) one of the gang
  - (b) one of supervision\_\_\_\_\_
10. Which of these is your major objective -- "to win friends" or "to influence people"? \_\_\_\_\_
11. Do you feel that you possess ability to pass judgment on your personnel? \_\_\_\_\_
12. When is the last time you passed adverse judgment on any member of your personnel and so informed him? \_\_\_\_\_
13. When did you last disagree with your immediate superior or agency on internal policy? \_\_\_\_\_
14. If you did disagree, did you inform
  - (a) the proper authority or
  - (b) your subordinates?\_\_\_\_\_

15. When you presented your disagreement to a superior was a mutually satisfactory answer arrived at? \_\_\_\_\_

16. Are you an expert at your position? \_\_\_\_\_

17. If you do not consider yourself an expert, why don't you resign? \_\_\_\_\_

18. Did you contribute anything besides your presence to this TAM workshop? \_\_\_\_\_

19. If your answer to the above is "yes", name three things of value that you contributed besides responsibility on appointed committees:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20. Do you believe that the cost to the Government for sending you to this Workshop was money wisely spent? \_\_\_\_\_

21. If it is, in what way did the Government gain?  
\_\_\_\_\_  
\_\_\_\_\_

22. Would you take the entire responsibility for sending an employee to a TAM Workshop? \_\_\_\_\_

23. Do you have a self-development program for yourself as a manager? \_\_\_\_\_

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FILMS

1. "All I Need Is A Conference"  
33 minutes, black and white, sound, 16 mm  
By General Electric for management training  
Illustrates problem solving and how to conduct a conference
2. "1104 Sutton Road"  
45 minutes, color, sound, 16 mm  
By Champion Paper and Fiber Co.  
Projection of self into job and life, produces satisfaction
3. "The Inner Man Steps Out"  
37 minutes, black and white, sound, 16 mm  
Human relations applied to management



